
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2383

State of Washington

63rd Legislature

2014 Regular Session

By House Appropriations Subcommittee on Education (originally sponsored by Representatives Reykdal, Tarleton, Pollet, Stonier, Tharinger, Ryu, Morrell, S. Hunt, Gregerson, Freeman, and Santos)

READ FIRST TIME 02/11/14.

1 AN ACT Relating to integrating career and college readiness
2 standards into K-12 and higher education policies and practices;
3 creating new sections; and providing an expiration date.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature acknowledges and supports
6 the work being done by classroom teachers, curriculum specialists,
7 college faculty, state education agencies, and other interested groups
8 and organizations to implement new, more rigorous K-12 learning
9 standards in English language arts and mathematics throughout the
10 public school system in Washington. The common core state standards
11 and the next generation science standards offer the potential to
12 increase students' overall knowledge and skills, as well as
13 significantly improve the rate at which students graduate from high
14 school ready to pursue a range of career and college pathways without
15 remediation and successfully attain higher levels of education. To
16 ensure that the standards achieve this potential, the legislature
17 intends to direct further work by state education agencies in key
18 policy areas such as high school planning, curriculum and course

1 development, support for dual credit courses, and integration of the
2 common core state standards and the next generation science standards
3 into career and technical education and educator certification.

4 NEW SECTION. **Sec. 2.** The provisions in this section shall be
5 accomplished within the state education agencies' available resources.

6 (1) The state board of education shall examine options and
7 strategies for making the high school and beyond plan a more rigorous
8 and meaningful tool for students to identify and pursue career and
9 college pathways beginning in the eighth grade and align their high
10 school course-taking with those pathways. The state board shall submit
11 its recommendations along with examples of best practices currently
12 used by high schools as provided under subsection (7) of this section.

13 (2) The office of the superintendent of public instruction, in
14 consultation with career and technical educators and directors across
15 the state, shall identify and recommend specific strategies and
16 resources needed to embed the common core state standards and the next
17 generation science standards into career and technical course
18 curriculum and instruction. The office shall also make recommendations
19 to address particular challenges, such as courses taught by individuals
20 certified through a business and industry route or courses offered by
21 skill centers that serve multiple school districts. The office shall
22 submit its recommendations as provided under subsection (7) of this
23 section.

24 (3) The professional educator standards board shall examine the
25 strategies being used to incorporate the common core state standards
26 and the next generation science standards into educator certification,
27 including preservice, professional certification, and continuing
28 certification through professional growth plans. The board shall also
29 examine the verification and review processes used by both
30 certification programs and the board to assure that all educators have
31 the requisite knowledge and skills to support student learning of the
32 standards. The board shall submit its recommendations for improvement
33 along with examples of best practices as provided under subsection (7)
34 of this section.

35 (4) The state board for community and technical colleges shall
36 continue convening college faculty and high school teachers to design
37 and develop courses and curricula for students in their senior year of

1 high school who do not meet the career and college ready standard on
2 the eleventh grade consortium-developed assessments of the common core
3 state standards and the next generation science standards. The purpose
4 of the courses and curricula is to provide these students an
5 opportunity to become career and college ready by the end of their
6 senior year and avoid the need for remediation in English language arts
7 or mathematics. The state board shall submit a status report and any
8 recommendations to enhance statewide dissemination and use of the
9 courses and curricula as provided under subsection (7) of this section.

10 (5) The student achievement council shall conduct an analysis of
11 dual credit courses offered to high school students as a key strategy
12 for increasing not only career and college readiness but also
13 educational attainment of students. Specifically, regarding the
14 running start program, the council's analysis shall include a review of
15 the barriers that students face in participating in the program,
16 identification of best practices for making the program accessible and
17 preparing students academically for the program, and the degree
18 completion outcomes of students who participate in the program.
19 Regarding all dual credit programs, the council shall examine the
20 variability of access to dual credit opportunities; costs to students,
21 high schools, and colleges; and acceptance of dual credit by
22 institutions of higher education. The council shall recommend
23 strategies and policies to reduce the variability of access to,
24 participation in, costs of, and acceptance of, dual credit courses as
25 provided under subsection (7) of this section.

26 (6) The office of the superintendent of public instruction and the
27 state board for community and technical colleges shall examine the
28 mentoring and service-learning opportunities available to K-12 and
29 postsecondary students. The office and the state board shall recommend
30 best practices for increasing these opportunities with the goal of
31 integrating the common core state standards and the next generation
32 science standards into these opportunities, and increasing the
33 educational attainment of students. The office and the state board
34 shall submit their recommendations as provided under subsection (7) of
35 this section.

36 (7) The student achievement council shall convene the state
37 education agencies at least three times in 2014 to address tasks
38 assigned under this section and as specified in the ten-year roadmap

1 under RCW 28B.77.020 to assure that the analyses, strategies, and
2 recommendations from each agency are aligned and not duplicative. In
3 developing their strategies and recommendations, the student
4 achievement council and the agencies referenced in subsections (1)
5 through (5) of this section are encouraged to consult with the
6 workforce training and education coordinating board, labor
7 representatives, and business representatives. The student achievement
8 council shall also coordinate a common format for the analyses and
9 recommendations required under this section and combine them to create
10 a single report, to be submitted to the education and higher education
11 committees of the legislature by December 1, 2014.

12 (8) This section expires December 31, 2014.

13 NEW SECTION. **Sec. 3.** If specific funding for the purposes of this
14 act, referencing this act by bill or chapter number, is not provided by
15 June 30, 2014, in the omnibus appropriations act, this act is null and
16 void.

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